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ABSTRACT

A study examined teachers' opinions as to what makes children's magazines good as well as which magazines they are currently using in their classrooms and in what ways magazines are being used. Subjects, 10 (of 19) experienced third-, fourth-, and fifth-grade teachers at P.S. 106 in the Bronx, New York City, responded to a questionnaire concerning the subjects' professional history, magazine quality, and magazine usage. Results indicated that: (1) teachers found that the readability of a magazine was its most important feature; (2) teachers made several magazines available, but not necessarily the ones they think are best; (3) 60% of the classrooms had an adequate availability of magazines; (4) 80% of the teachers used three or fewer magazines with little variety; (5) weekly newspapers/magazines are the predominant magazines used in the classroom; and (6) the magazines were all provided by the teachers or by the students and/or parents. Findings suggest that actual magazine usage does not meet the possibilities and potentials for magazine usage as reflected in the professional literature. (The letter of introduction to the questionnaire, the questionnaire, a letter of thanks to participating teachers, one table of data, a 57-item list of children's magazines, and 30 references are attached.) (RS)

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CHILDREN'S MAGAZINE USE IN A SELECTED SCHOOL

A research project in partial
fulfillment of the requirements
for a Master's of Science in
Education:Reading

by:

Patricia Antlitz

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CHAPTER 1: GENERAL INTRODUCTION

A. INTRODUCTION

A present trend in reading and language arts instruction is the movement known as "Whole Language". The purpose of a Whole Language philosophy and curriculum is to integrate language arts as a thread throughout all aspects of the school day. One excellent way to integrate language arts and the various content area subjects is through the use of children's magazines.

The children's magazine industry has long seen a place for their product in American classrooms. In response, they publish a wide variety of magazines zeroing in on specific content areas and differing grade levels. A knowledgeable teacher would be able to locate magazines in history, various aspects of science, math, literature, consumer awareness, health, the fine arts, and many other topics on just about every grade level.

While magazine publishers have done an excellent job of providing quality publications for use in the classroom, educators have been slower to make full use of this valuable resource (Seminoff, 1986). Oftentimes, it is only a handful of publications that receive widespread use while the lesser known and often better written publications are not enjoying the fullness of their capabilities (Larrick, 1978).

B. PURPOSE OF THE STUDY

The purpose of this study is to explore the place that

magazines should hold in the integration of curricula in the American classroom. The review of related literature focuses on the various magazines that are presently available and the diverse ways in which these magazines can and are being used for instruction.

The research aspect of this paper explores teacher's opinions as to what makes magazines good as well as which magazines they are currently using in their classrooms and in what ways they are being used.

In examinimg the literature and data from the study, the larger question concerning the difference between magazines' potential and their actual usage in classrooms is addressed. If in fact a large difference is found, then the study has been successful in illustrating the need for educators to take a closer and longer look at the virtually untapped resource of children's magazines.

C. RATIONALE OF THE PROJECT

In order to examine the ways in which magazines are actually being used in the local classroom, a questionnaire was formulated and distributed to elementary school teachers. The questionniare asks the teachers to rate qualities of magazines that they think are very important, important, or not very important in making magazines good.

Secondly, the questionnaire asks teachers to identify which magazines they have made available to the students as

well as which magazines they themselves have used for instruction.

By using this questionnaire, this project compares actual usage of magazines in a selected school to the innovative ways related literature has stated that magazines could and should be used.

Finally, the questionnaire asks teachers to identify three children's magazines that in their opinion are the best. It is then determined whether these magazines are the same ones that they are actually using in the classrooms at present.

D. POPULATION OF THE SAMPLE

The responses of teachers from the third, fourth, and fifth grades are examined in this study. The population of the study is narrowed to include only these grade levels for several reasons. First of all, students at these grades have developed a greater proficiency in reading and language arts skills than their younger counterparts, enabling teachers to be more versatile in theor usage of magazines. the larger variety of subject matter also affords teachers a variety of ways in which to integrate magazine usage with all aspects of the curriculum. It is also true that these grades are the highest that are not departmentalized. This lack of departmentalization means that there is more consistency within the classroom, therefore making it easier to ascertain how much magazine instruction a student in that class will be receiving.

E. SETTING

The teachers participating in the study are all presently working at P.S. 106 located at St. Raymond's Avenue in the Bronx, New York. It is an urban school under the jurisdiction of District 11 in the New York City Board of Education System.

F. GENERAL QUESTIONS TO BE ANSWERED

Question 1:

a) What qualities make a magazine better than the others?

b) Are the magazines teachers say are "better" the same ones they have available in their classrooms?

Question 2:

a) What magazines are available in the classrooms in this study?

b) What magazines do teachers use for instruction and what is their predominant use?

c) How many classrooms receive a weekly newspaper/magazine and how is it used?

Question 3:

Who provides magazines to the classrooms?

Question 4:

Is there a relationship between the approach to reading instruction used in the classroom and magazine use?

G. LIMITATIONS

In order to insure the validity of the results of the study,

certain variables need to be considered. First of all, the teachers in the study have all met New York State licensing criteria, so there will be a certain amount of uniformity as to the instruction they received to become teachers. In addition to training, the questionnaire asks several questions related to professional history which will attempt to focus on the important differences there may be between teachers. These questions deal with years of experience and post-graduate education level.

In addition, the questionnaire gathers information related to the predominant method of reading instruction in the classroom. In this way, the variable of teaching methods is monitored.

H. DELIMITATIONS

This study does not include teachers of grades lower than third or higher than fifth. The second grade and lower are excluded because their reading proficiency and writing ability would limit the various ways in which magazines could be used. Grades six and above are ommitted from the study because many schools begin departmentalizing curriculum in these grades, making it too difficult to ascertain how much magazine instruction a specific group of students is receiving.

This study also does not include Special Education teachers, or other specialists such as reading teachers since the purpose of the study is to see how magazines are being used in the average or typical classroom.

I. ASSUMPTIONS

There are several assumptions that the study is making. First of all, it is assumed that the participants in the study are responding in a truthful fashion. Another assumption is that the quality of the teachers' abilities are comparable. This refers to the fact that they are all licensed by the New York State Department of Education as well as the New York City Board of Education and have met all the same criteria for employment. Also, the training that the teachers received is also assumed to be comparable.

J. DEFINITIONS

PERIODICAL: the term refers to publications that are in a magazine format as well as those in a newspaper format.

BEST MAGAZINES: This term refers to those magazines that in the individual teacher's opinion rank higher in quality than the others. Best could be determined by any of the following factors: good for teaching supplemental information, high interest for children, good as recreational reading, etc... The study does not limit this definition but rather leaves it to the interpretation of the individual teachers.

WHOLE LANGUAGE: An approach to reading which emphasizes the importance of approaching reading and writing by building upon the language and experiences of the child. This means the follwing: children are expected to learn to read and write much as they learned to talk - naturally and gradually; learning is

emphasized more than teaching; children read and write every day; reading, writing, and oral language are not considered seperate components of the curriculum but rather they permeate all other subject areas and activities; and reading instruction is not divided as other approaches do but rather children are presented with and encouraged to compose whole texts - real language written for real purposes and a real audience (Weaver, 1988).

INTEGRATED CURRICULUM: refers to the intertwining of language arts curriculum with core content subject areas. Isolating curriculum is not supported as a methodology of instruction.

USE OF A MAGAZINE: Use of a magazine refers to any means of instruction for which a magazine is part of the materials being used. This includes: a whole class lesson centering around a particular part of a magazine, the use of magazines for research, recreational reading, writing to a magazine for any reason, using any part of a magazine for creative writing purposes, etc... Having magazines available in the classroom does qualify as using a magazine because it encourages the recreational or research use of a magazine.

K. SUMMARY OF CHAPTER

In many ways education has gotten away from presenting language arts and reading in particular in a way in which students will utilize the skill in their lives outside of the school setting. By presenting this topic of magazines and

their wide variety of untapped usages in the classroom, the study hopes to draw attention to this medium for language that so closely resembles reading that adults do on their own for either pleasure or informative purposes (McEvoy and Vincent, 1980).

This goal is achieved in two ways. First of all, by presenting related literature as to how creative teachers are using magazines in their classrooms across America. Secondly, by asking teachers questions as to how they utilize magazines in their classrooms.

CHAPTER 2: REVIEW OF RELATED LITERATURE

A. INTRODUCTION

The purpose of this chapter is to discuss and describe the current research on Children's Magazines. The topics to be discussed are: what makes magazines attractive to students, objectives for using magazines in the classroom, qualities of a good magazine, best selling magazines, studies discussing the proportion of teachers who use magazines in their classrooms, using magazines in the science content area, using magazines in the social studies content area, using magazines in the health content area, using magazines in the consumer education content area, using magazines in the math content area, using magazines in the fine arts content area, using magazines in the language arts content area, using general interest magazines in the classroom, using weekly classroom periodicals in the classroom, using magazines in special education classrooms, using magazines with adolescents for silent sustained reading, using magazines in the preschool and early elementary grades, the place for comic books in education, copyright laws governing classroom use of magazines, and finding good magazines.

B. REVIEW OF LITERATURE RELATED TO WHAT MAKES MAGAZINES ATTRACTIVE TO STUDENTS

Perhaps there is no better reason to use children's magazines in the classroom than this - motivation! As early as 1950, educators have realized that magazines can be a very valuable

tool in the classroom (DeBoer, 1950). This special appeal of magazines to children can be seen in the number of issues that are purchased. For example, a single issue of the top selling magazines such as Highlights for Children or Boy's Life sells well over a million copies in one month alone. Of the thirteen top selling magazines for children and youth, a minimum of nine to twelve million copies are purchased each month, which accounts for 2.5% in circulation (Kline, 1980). In fact, for every book reader there is, there are at least two magazine readers (DeBoer, 1950) Research has also shown that children's interest in magazines has been fairly consistent in the last fifty years, even with the competition of television (Western, 1979). This research is important to this study because it indicates that there is a built in draw to magazines by children which would, if harnessed, facilitate the learning process. Therefore, adding magazines to classroom instruction is like adding motivation itself.

The same way magazines are motivating proficient readers, they have the potential to motivate the most reluctant readers. In a study done in 1984, researchers found in studying the reading habits of adults that magazines and newspapers, but not books, tend to be the typical reading choice of less educated individuals, those in lower income brackets, and males. In projecting their results, they found that the most reluctant readers, the less able male from a low socioeconomic background, would be motivated to read by the use of magazines (Memory, 1984).

This is true because magazines offer a wide range of readability levels in a variety of interests (Seminoff, 1986). Further discussion on the use of magazines with reluctant readers can be found later in this paper.

C. REVIEW OF LITERATURE RELATED TO OBJECTIVES FOR USING MAGAZINES

As the purpose of this study is to investigate the many ways that magazines can be integrated into the classroom in all subject areas, a review of literature related to objectives for this usage will be discussed.

Educators have found many useful objectives for magazines. For example, magazines and other periodicals can be used to update information on curriculum topics found in the textbooks being used in the classroom. By using magazines as a supplement, a teacher is insured of keeping her information current. Also, magazines can be used to provide skill reinforcement through the activities they include. These activities range from crossword puzzles, mazes, word finds, and rhyming word games to other word oriented games.

Magazines also provide an introduction to a variety of different genres; including poetry, essays, short stories, folktales, mythology, fiction and non-fiction articles; thereby being a vehicle for broadening student interest. The variety of topics addressed in these articles help to broaden a child's awareness of the world around him (Seminoff, 1984).

In this way, magazines are also preparing students to make constructive use of their leisure time both as students and ultimately as adults. Since only a limited assortment of magazines are available at newsstands and most are available only through subscription, it is up to the schools to make students aware of the variety and specialization of magazines available (DeBoer, 1950).

Yet another objective for using magazines in the classroom is that magazines make a person aware of many different opinions and sources of information. Through teaching good magazine and cirtical reading techniques, teachers can help students recognize bias of writers, compare viewpoints of different writers, and ultimately draw their own conclusions and opinions about issues. This is an extremely important skill in a democratic society (DeBoer, 1950).

In relationship to this study, the above review of literature shows that magazines should be used in instruction because of their great and diverse potentiality for expanding curriculum, refining reader's taste for literature, and developing student opinions.

D. REVIEW OF LITERATURE RELATED TO WHAT MAKES MAGAZINES GOOD

One aspect of this study is teacher opinion about magazines and what characteristics teachers view as making one magazine better than another. In her article, "Classroom Magazines: A Critique of 45 Top Sellers", Nancy Larrick explores this

issue. She points out that "Junk magazines, like easily accessible and quickly devoured junk foods, crowd the market... Sales figures show that millions of youngsters receive magazines that are shoddy in language, content, and illustration." In her opinion, the best magazines encourage new experience and growth, stimulate childrens' participation, have diversity of topics and genre, and are well illustrated. In this category she includes: Cricket, Let's Find Out, Stone Soup, Art and Man, Ranger Rick's Nature Magazine, National Geographic World, The Curious Naturalist, Owl, The Weeish Tree, and Ebony Jr!. The Curious Naturalist and Ebony Jr! are no longer in print (Larrick, 1978).

Larrick also mentions a "betwixt and between" category of magazines which aren't bad, but have some qualities that keep them from being good. These tend to have a mix of bland, moralizing and didactic stories along with well written stories. Larrick includes the following in this category: Highlights for Children, Humpty Dumpty, Children's Digest, Jack and Jill, Child Life, Children's Playmate, and Young World (Larrick, 1978).

E. REVIEW OF LITERATURE RELATED TO BEST SELLING MAGAZINES

In order to ascertain which magazines are largely known to children and read by them, the issue of circulation of children's magazines will be discussed.

Market research in 1980 showed that of the 12,000 magazines published in the United States at the time, thirteen magazines

for young people ranked among the nation's top 200, or 2.5% in circulation. These magazines were: Mad Magazine, Seventeen Magazine, 'Teen, Boy's Life, Highlights for Children, Hot Rod Magazine, Co-ed, Sesame Street, American Girl, National Lampoon, Jack and Jill, Tiger Beat, and Teen Beat. It is evident that newsstand sales, which make up 78% of the total circulations for nine of these magazines, accounts for the popularity of these magazines. Most children's magazines are not available through newsstand sales, but rather through subscriptions only (Kline, 1980).

More current statistics show that in the publisher's statements for the six month period ending December 31, 1987, that four children's magazines had a combined newsstand and subscription circulation of over 750,000. These are: Jet, 806,320; Teen, 1,199,804; Sesame Street, 1,312,656; and Seventeen, 1,866,902 (The 1989 Information Please Almanac).

In American Magazines for the 1980's, William H. Taft notes that a portion of these circulation totals are accounted for in foreign sales as well. For example, Tiger Beat and Right On! are circulated in 80 countries.

Another major children's periodical which enjoys a large circulation is comic books. Major comic book publishers such as Archie, Harvey, Charlton, Whitman, DC, and Marvel enjoy circulations reaching into the millions (Taft, 1982).

F. REVIEW OF LITERATURE RELATED TO STUDIES DISCUSSING THE PROPORTION OF TEACHERS WHO USE MAGAZINES IN THEIR CLASSROOMS

Literature that deals with studies examining the proportion of teachers who use magazines in the classroom as compared to those who don't use magazines is the topic most closely associated with this study, since one of the questions of this study deals with this same issue.

In this related study, fourth, seventh, and ninth grade teachers from three San Antonio, Texas, school districts were sent a questionnaire to ascertain if and how these 584 teachers were using magazines in their classrooms. The response rate to the questionnaire was 82% or 475 teachers. Of this sample, which equally represented elementary teachers junior high school teachers and high school teachers, 290 teachers indicated that they used magazines in their classrooms. This amounted to 61% of those who responded (Gee, Olson, and Forester, 1989).

The main use of magazines by these teachers was for recreational reading. Other reasons for using magazines include: to provide extension activities, to provide motivation to read, to change pace of instruction, to provide current information, to develop awareness of real life situations, to provide research tools, to provide a range of topics, to provide visually attractive material, to provide catalyst for writing, and to encourage critical reading (Gee, Olson and Forester, 1989).

No other studies of this type were able to be located.

G. REVIEW OF LITERATURE RELATED TO USING MAGAZINES IN THE SCIENCE CONTENT AREA

One purpose of this study is to determine ways in which teachers are using children's magazines in their classrooms. In this section, various ways to use magazines in the science content area is discussed.

The area of science is one which envelopes a wide range of topics, including the environment, wildlife, earth science, biology, & astronomy. Publishers have made available a whole array of science magazines that are geared towards specific topics such as those listed above.

For the very young, preschool and primary grade children, the National Wildlife Federation publishes Your Big Backyard. This publication, written for children ages 3 through 5, makes an excellent introductory tool to students in the areas of wildlife and environment. The beautiful color photographs of animals and the outdoors are bound to capture the hearts of children. In addition, the magazine has articles corresponding to the photographs which can be read to the very young, or read by primary students. There are also poems, simple crafts which teach direction following, a variety of skill activities focused on the psychological development of the age group targeted, as well as a parent and teacher's guide for each issue.

The National Wildlife Federation also publishes Ranger Rick's Nature Magazine on a monthly basis as well for students

in grades one through six. Ranger Rick's Nature Magazine is similar to Your Big Backyard in both style and format, adding more depth to their development of concept and story line. The photographs can be used to decorate the classroom or spark descriptive compositions and creative writing projects. It also has columns that children can write to, such as "Dear Ranger Rick" for sharing similar experiences to those featured in previous issues, or "Who-o-o Knows?" for asking questions about nature and wildlife (Richardson, 1982). Free teacher's guides are available upon request which offer innovative ideas for classroom activities.

Concerning the quality of Ranger Rick's Nature Magazine, environmentalists did a study using the magazine in 1982 to see how the student's awareness and understanding of environmental issues were affected by reading the magazine. The results of the study showed that when the magazine was made available to students in the fifth grade from Wake County, North Carolina, their understanding of wildlife and their concern for its preservation was significantly higher than their peers who were not exposed to the magazine. This was observed though casual, recreational reading and not through teacher directed lessons (Pomerantz, 1986). Therefore, just making the magazine available in the calssroom has a positive effect on students.

Another science magazine focusing on environmental and wildlife issues is the National Geographic World published

by the National Geographic Society on a monthly basis. This magazine targets intermediate and junior high school students and overlaps with the PBS presentations by the same organization. Since it does this, a project on comparing and contrasting different media techniques using both the magazine and the PBS presentation would be a very thought provoking endeavor (Thomas, ED161 441, 1979).

The Curious Naturalist was an excellent publication that used to be published by the Massachussetts Audubon Society. Children's magazine critic Nancy Larrick stated that it was "one of the most intriguing magazines for children" dealing with natural science (Larrick, 1978). The magazine, which was published quarterly and targeted children ages eight through twelve, taught children how to identify plants and animals, stars and constellations. Each issue contained directions for a special project ranging from raising a monarch butterfly to making bark rubbings (Larrick, 1978). The magazine had the versatility to encourage students to apply written information to a task, thus indirectly enhancing skills such as classification, following directions, reading, and critical thinking.

Other science magazines to be considered for use in the classroom include: Scienceland, preschool through sixth grade; Science Digest, middle school and older; Archaeology, upper elementary and older; Current Science, grades five through eight; Odyssey, grades three through eight; Owl, grades four through seven; Chickadee, grades Kindergarten through four;

Science Weekly, grades Kindergarten through eight; and Biology Bulletin Monthly, high school (Hatcher, 1987; Stoel, 1990).

The science focused magazines can provoke writing assignments by providing a starting point for projects on endangered species, why certain animals of the past became extinct, or the balance of nature in our communities and around the world (Thomas, ED161 442, 1979). Teachers can also encourage free reading in the science content area by featuring science periodicals such as those mentioned as well as others (Guerra and Payne, 1981). Because of the nature of science, periodicals are particularly important in updating information, and as a research source for written reports.

In summary, educators have found many new and innovative ways to supplement science curriculum, bring creativity to the classroom, and keep their information current through the use of science oriented magazines. Examples given are just a few of the ways that magazines can spice up a science class and enhance the learning experience while integrating science with language arts.

H. REVIEW OF LITERATURE RELATED TO USING MAGAZINES IN THE SOCIAL STUDIES CONTENT AREA

Social studies is a term used to cover many different topics including current events, government, history, geography, and the customs and culture of people from other lands.

On the topic of American History, the American Indian Historical Society publishes The Weeish Tree: A Magazine of Indian America for Young People six times a year for children ages eight through twelve. This magazine can offer insights into the first Americans, their customs and lifestyles. The format contains articles, stories and poems by Indians about their tribal customs, folktales, games and crafts (Larrick, 1978).

Along this same line is Beaver, which is also published six times a year in Canada. It also gives insights into Eskimos, Indians of the Northwest, and Canadian History. Beaver, however, is written for older students on the high school level (Hatcher, 1987). Both of these magazines would make an excellent supplement to colonial times and early American History topics.

There are also several local history magazines, dealing with the history of a particular state or region. Among these are Arizona Highways, which is filled with breathtaking photographs and excellent articles on the history of the Southwest. It would also be an excellent tool for exploring the ecology of the desert community. Roots, published by the Minnesota Historical Society, is another regional publication for elementary students that deals with state and local history (Hatcher, 1987).

To obtain the black perspective in history, The Negro History Bulletin is available. Published every month, and geared to grades seven through twelve, it provides insights

into Black History as well as addresses issues and topics that are current for the Black community (Hatcher, 1987).

Additional magazines dealing with American History include: Cobblestones: The History Magazine for Young People, elementary grades; Civil War Times Illustrated, middle school and older; American History Illustrated, middle school and older; and American Hertiage, middle school and older (Hatcher, 1987).

All of the history related magazines can be used as reference guides providing details for written projects and research papers. Since they provide some information about culture and lifestyles of the past, they can spark creative writing assignments in which students project themselves into the past and through the guidance of the information provided, produce a piece of historical fiction.

Current events is another topic of Social Studies that is very timely and may present problems in planning for the teacher since it has to be addressed on a daily basis and so no formal curriculum exists. Publications such as Current Events put out by Field Publications of Xerox, provides twenty-six issues throughout the school year that address just such topics for the upper elementary and middle school student. The magazine covers topics of both domestic and foreign nature as well as geography and history topics. It also contains activities such as puzzles and quizzes to enhance comprehension of the material covered

(Hatcher, 1987).

On a secondary level, adult periodicals such as US News and World Report and Time can be used. Students can use these publications to develop their ability to distinguish between fact and writer bias or opinion. In this way, students can begin to develop their own opinions on critical issues in the news. Students can also compare how differently daily newspapers and these magazines handled a particular news story. Students can also analyze ads in terms of appeal and propoganda slant as well as create visual charts from statistical tables in the magazines (Thomas, ED161 442, 1979). In these examples, students are being asked to think critically, to find inferences in text, and to analyze subtleties in print, all of these being advanced comprehension skills. In addition, writing assignments with a journalistic flavor can be done in attempts to portray facts from their own points of view.

When studying different countries, magazines such as Soviet Life can lend insight into customs and culture, and can lead to reports comparing and contrasting topics such as free enterprise and socialism, to name one (Thomas, ED161 442, 1979). This particular periodical can also add depth to current events issues, especially in light of Gorbachev's reforms and the crumbling of Communism in the Eastern Block countries.

I. REVIEW OF LITERATURE RELATED TO USING MAGAZINES IN THE HEALTH CONTENT AREA

As the purpose of this study is to illustrate that magazines are available to enhance all curriculum area subjects, magazines directly related to the health content area will be examined.

One publisher has found health to be such an important topic, that they publish seven magazines on the subject, each targeting a different age group. The publisher is the Children's Better Health Institute of the Benjamin Franklin Literary and Medical Society Inc. and the magazines are: Stork, ages one to three; Turtle, ages two to five; Humpty Dumpty, ages four to six; Children's Playmate, ages six to eight; Jack and Jill, ages seven to ten; Child Life, ages nine to eleven; and Children's Digest, ages twelve and up.

While these magazines become more sophisticated as the age group targeted becomes older, all the stories and articles are on health related topics such as dental hygiene, sports, nutrition, exercise, and safety. Some of the stories are contrived, yet there are also many good stories and illustrations as well. Magazines for older students, such as Child Life, encourage the readers to develop their writing skills by submitting their work to the "Young Author's Story" and Poet's Page" (Larrick, 1978).

J. REVIEW OF LITERATURE RELATED TO USING MAGAZINES IN THE CONSUMER EDUCATION CONTENT AREA

Consumer education is a very practical part of the curriculum. Consumer's Union presently puts out a magazine specifically geared to teach students consumer education. Penny Power is published six times a year and targets students ages eight through fourteen. Features in the magazine ask students to be critical thinkers by comparing and rating products for potential purchase. In the April 1986 issue of Instructor magazine, teachers were given a glimpse of how this was done. The article contained several dittos for the assessment of blue jeans and cookies. After evaluating the products based on the criteria given, the students would then make a decision based on the data they obtained as to which item was the better brand. Students could also evaluate the criteria given, or set up their own criteria for different products. Written evaluations could then be made. Penny Power makes available a teacher's guide to help direct these types of activities on a regular basis. The magazine also includes advice on managing money, comic strips, games, and puzzles. Yet another writing activity would be to have students write letters to manufacturers either criticizing or praising their products, as well as offering suggestions for improvement. In this way, students begin to realize their power as consumers (Instructor, 1986).

K. REVIEW OF LITERATURE RELATED TO USING MAGAZINES IN THE MATH CONTENT AREA

One would think that math is a content area in which no magazines could be utilized, but this is not true. Scholastic puts out two magazines that are math-oriented in nature. The first, DynaMath, targets grades four through six, followed by Scholastic Math, which picks up where the other left off for grades seven through nine. These two magazines contain many innovative activities such as puzzles, word problems, math teasers, and computer graphics. There are also Grapefruit Intelligence Agency (G.I.A.) cases which require reasoning and math skills to obtain a solution. In these ways, the Scholastic publications incorporate a blending of reading and math skills to facilitate success (Richardson, 1983).

L. REVIEW OF LITERATURE RELATED TO USING MAGAZINES IN THE FINE ARTS CONTENT AREA

Fine Arts is another curriculum area for which Scholastic publishes a unique magazine. Art and Man is published six times a year in cooperation with the National Gallery of Art. Each issue focuses in on a particular artist and gives background and biographical information as well as a poster size full color example of the artist's work (Larrick, 1978). Written compositions on describing, or comparing and contrasting artist's styles are just two ways to integrate language arts and the fine arts through the use

this magazine.

M. REVIEW OF LITERATURE RELATED TO USING MAGAZINES IN THE LANGUAGE ARTS CONTENT AREA

Since the purpose of this study is to examine possible uses of magazines in the classroom to integrate all content areas, the content area of language arts will be discussed.

Magazines can be particularly helpful in the language arts area because of the built-in motivation that they obtain. Magazines provide the motivation and creativity that diagramming sentences just dosen't have, no matter how you teach it! While language arts can be gleaned from all magazines, there are several that specifically focus on the language arts. Among them are Cricket and Stone Soup. Cricket, written for ages six through twelve, is well known for its excellent literary content (Richardson, 1983). Published monthly, Cricket issues usually have a thematic focus, meaning that the majority of the stories in the issue focus on one topic or theme. Two such themes are American Indians and Space Exploration. Genres tend to be more literary, including folktales, short stories, and poetry in accordance with the theme. In addition, Cricket publishes contributions of its readership in features such as "Letter Box". It also sponsors contests in drawing, poetry writing, and creative story writing. In the classroom, teachers can have children illustrate stories they've read, indicating comprehension; or write "Cricket Stories" with

different animals talking to Cricket (Thomas ED161 441, 1979).

Stone Soup is "an anthology of writing and illustrations created by children to age thirteen" (Hatcher, 1987). Even the cover of each issue is illustrated by a child (Richardson, 1983). Teacher's can use the stories in Stone Soup to serve as models for the quality of writing that they are looking for from their students. In this way the students are receiving indirect criticism and modeling by their peers. Discussions about the mechanics of story writing, as well as attempts to publish their own stories or poems is another literary exercise that can be very fruitful (English Journal, November, 1988).

Writing, put out by Curriculum Innovations, is published nine times during the school year and is geared to grades seven through twelve. It emphasizes the mechanics of good writing and style through articles, exercises, and modeling of examples of student writing. Since it is written to be used in the classroom, it is an excellent magazine with this specific purpose in mind (Hatcher, 1987).

On the secondary school level, there are many good student and adult publications that can be utilized to enhance the curriculum. Merlyn's Pen, written for grades seven through ten, is the same type of magazine as Stone Soup, but with an older readership. All articles and stories in the magazine are submissions by readers. Issues generally have a theme, and stories deal with many issues relevant to students today such as divorce and parent/child conflicts.

Advantages to this type of magazine are the same as for Stone Soup in that modeling of peers takes the criticism source away from the teacher, making it easier to accept (English Journal, November, 1988).

Games is another publication for the secondary English classroom. It includes pre-writing activities, vocabulary games, crossword puzzles, punctuation games and recall activities. Each of these helps students to develop decision making skills and critical thinking in a format that is challenging, fun, and motivating (English Journal, November, 1988).

N. REVIEW OF LITERATURE RELATED TO USING GENERAL INTEREST MAGAZINES IN THE CLASSROOM

There are also many general interest magazines which can be effectively used in developing language arts skills. Kid City and 3 2 1 Contact are two such publications put out by Children's Television Workshop, producers of the long running Sesame Street seen on public television stations. Articles can be on a variety of subjects from issue to issue, though several articles per issue follow a particular theme. There are many activity pages for children to do, and often there are contests for children to enter which involve writing or drawing. Craft ideas can be done in class to help the skill of following directions. There are even book reviews which can provide a source from which a teacher can develop a reading list. Kid City's focus is from ages six through

ten while 3 2 1 Contact is from eight to fourteen.

Highlights for Children is another excellent general magazine for children ages two through twelve. It contains activities like "What's Wrong" and "Hidden Pictures" to help visual acuity. It contains a wide variety of story types, comic strips, and riddles. There are science questions to answer and contests to enter. Winners of contests have their winning submissions published in a future issue. Because of the variety of features, it appeals to a wide range of ages and interests.

O. REVIEW OF LITERATURE RELATED TO USING WEEKLY CLASSROOM MAGAZINES

Weekly classroom magazines have been in American classrooms since the mid 1940's when Xerox Education Publications began to publish My Weekly Reader. In the 1950's, Scholastic joined suit with their comparable weekly magazine. Both of these series offer a magazine for each grade level, as well as more specific weekly magazines such as Current Events, which is a Scholastic publication.

These two sets of magazines focus on current affairs with articles highlighting people and places. There are also activity pages, quiz sections, and reading and language exercises (Larrick, 1978). They tend to be very limited in depth of story content and development of ideas because of the nature of their format, and although they are

very good at sparking discussions, they are limited in what further learning experiences can be gleaned from them.

In this study, weekly classroom magazines are explored with particular interest to see if they still have the same widespread use they enjoyed in the 1940's, and if teachers are using them creatively or sporadically. The study also compares the use of these magazines to the more substantial magazines highlighted throughout the review of related literature section of this project.

P. REVIEW OF LITERATURE RELATED TO USING MAGAZINES IN SPECIAL EDUCATION CLASSROOMS

Several publishers are beginning to publish magazines specifically for use with reluctant or disabled readers. Scholastic is one such publisher, with Sprint for grades fourth, fifth, and sixth but with a reading levels as low as second grade; and Action for grades seventh, eighth and ninth with very poor reading ability. These magazines include plays, short stories, games, sports and career features and discuss serious topics such as alcoholism, shoplifting and runaways (Larrick, 1978).

Scholastic Scope, for older students in grades eight through twelve, is intended for students with a reading ability of fourth to seventh grade level. It covers similar topics to those listed above. It also has a regular column called "What's on Your Mind?" in which problems and solutions are

discussed that have been addressed in the "Student Writing" section of the stories and poems submitted by readers (Richardson, 1983). Particularly helpful are the play-like adaptations of After School Specials which sometimes appear. Oftentimes these plays, which discuss topics of teenage interest, lead to in-class writing on these issues. Still other times, Scope will adapt classics into plays, which aids in comprehension and may create interest in the original sources (English Journal, November, 1988).

Scholastic Action is another publication for reluctant readers targeting grades seven through nine with a reading ability of grades two through four. In an article by Kitty Kelly Epstein entitled "The Road to Literacy: Teaching a Sixteen Year Old to Read", one can get a clear picture of how these magazines are used to help reluctant readers. The article explains how Epstein was able to use Action in conjunction with other methodologies to teach a sixteen year old non-reader to read. As part of her entire program, she provided one-on-one reading time using the magazine. The cartoon strip "Carver High" proved particularly helpful. All-in-all Epstein felt that this strategy was successful because the stories in Action had a low enough reading level with sufficiently realistic content for a sixteen year old inner-city kid. Eventually, the student was able to return to her regular reading class because sufficient progress was made as a result of using magazines in conjunction with other

reading strategies (Epstein, 1981).

Xerox Publications also has a remedial reader magazine. Know Your World EXTRA! is geared towards the junior high school level with a readability between second and third grade (Larrick, 1978). It can be used in much the same way as its Scholastic counterparts.

Q. REVIEW OF LITERATURE RELATED TO USING MAGAZINES WITH ADOLESCENTS DURING SILENT SUSTAINED READING

Silent Sustained Reading or Recreational Reading time is an excellent way to utilize magazines in the classroom. Students are then getting the opportunity to read material that they find interesting with the objective being to let students enjoy the reading experience.

There are a lot of magazines dealing with topics which are of interest to teenagers. Among them are: Teen, Seventeen, Tiger Beat, Teen Beat, Jet and Right On!. These magazines make up a large portion of newsstand sales to teenagers, which is an indication of their interest and motivation ability. For example, Teen sells over a million copies a month and Seventeen has a circulation of 1,450,000 (Taft, 1982). Right On! and Jet are teen magazines written specifically for the Black teenager and they also enjoy a large circulation (Taft, 1982). Unfortunately, Ebony Jr!, which received a good report by Larrick, ceased publication in the last few years due to rising publishing costs, which is the publishers explanation when a request for a

sample copy is made.

R. REVIEW OF LITERATURE RELATED TO USING MAGAZINES IN THE PRESCHOOL AND PRIMARY GRADES

While the preschool and primary grades are not being investigated in this study, it is still important to see what magazines are available for this age group and how teachers are creatively using magazines for the young and beginning readers.

Curriculum for Pre-Kindergarten and Kindergarten students is unique. There are many excellent magazines written for this age group that reinforce skills being taught and developed at this level. Let's Find Out, published by Scholastic on a monthly basis, is a picture magazine for these little ones which is divided into four parts with four pages in each (Larrick, 1978). Each section deals with a different content area: language arts, social studies, science, and math (Richardson, 1983). Each issue focuses on a particular theme, comes with two large posters, and is "virtually a packet of materials" (Larrick, 1978). Teacher's suggestions for activities are included as well.

Sesame Street Magazine is another example of a magazine for preschool children. Published by Children's Television Workshop, the magazine features all the regular characters of the PBS presentation that children have grown to love. Each issue centers around a theme important to children this age.

It is colorful and full of all types of activities that develop fine motor skills (Richardson, 1983).

Turtle magazine, mentioned briefly in the health magazine section of this chapter, is another preschool publication published eight times a year for ages two through five. It is full of colorful pictures, poems and stories related to issues such as health, nutrition, dental care, and safety. Their March/April 1990 issue included an article about the Easter Bunny and the Tooth Fairy who come to a compromise about what treats are healthy for good teeth. Another article, entitled "April is Here!" is about a boy whose mother is pregnant and how he prepares for the event. Children can also draw pictures which are published in the magazine. An "Ask Doctor Cory" section is for answering health related questions for teachers and parents.

Yet another magazine for young children is Your Big Backyard which is an excellent wildlife and environmental magazine for this age group. It is discussed at length in the section about science content area magazines in this chapter.

S. REVIEW OF LITERATURE RELATED TO COMIC BOOKS IN THE CLASSROOM

Although comic books are not being considered in the study, they do merit mention because they are a highly motivating periodical which is written for children. The comic book has been read by children since the first one appeared in 1933, and comicstrips have been around in newspapers for twice as long.

It is no secret that children enjoy reading comic books (Wright, 1979). Their circulation reaches well into the millions (Taft, 1982). Studies of their interest indicates that they are popular with the primary and intermediate grades, with popularity peaking at ages twelve through fourteen. Generally, a comic story contains all the elements of a short story, including plot, dialogue, conflict, and climax. The readability ranges between 1.8 and 6.4 grade level, with the superhero comics being more difficult than the humorous and funny animal comics. Because of their appeal, they are excellent reading motivators, and offer a good source of recreational reading. It should be noted, though, that poor readers may at times just concentrate on the pictures. One study showed that poor readers spent only twenty-four per cent of the time actually reading. They do, however, still have merit in the classroom (Wright, 1979).

T. REVIEW OF LITERATURE RELATED TO COPYRIGHT LAWS GOVERNING USE OF MAGAZINES

It may become very expensive to have a wide variety of magazines with a copy of each per child. It is therefore necessary to discuss the copyright laws governing the use of copies of parts of magazines in the classroom. According to the Educator and Copyright Law of 1976:

> A teacher may reproduce multiple copies for classroom use (not to exceed more than one copy per student) if the stipulations of brevity, spontaneity, and cumulative effect are met.

> BREVITY...a complete poem may be copied if it is less than 250 words in length. Excerpts... may not exceed 250 words. In prose, an article, story or essay of less than 2,500 words may be copied in its entirity...longer excerpts may not exceed 1.000 words or 10% of the work.
> SPONTENAEITY... the moment of its use... are so close in time it would be unreasonable to expect a timely reply to a request for permission.
> CUMULATIVE EFFECT...no more than one short poem, article, story or essay or two excerpts may be copied from the same author. No more than three excerpts from a single publication during one class term... no more than nine instances of such multiple copies for one course during one class term. (Litz and Sparkman, 1977)

U. REVIEW OF LITERATURE RELATED TO SOURCES FOR FINDING GOOD MAGAZINES

In order for a teacher to utilize magazines effectively in the classroom, he or she must be aware of sources which list children's magazines, give a brief synopsis of what type of audience they are intended for, and discuss the focus of the articles and stories contained within. As Larrick points out, the most popular magazines are usually not the best and large circulation figures or easy accessibility do not indicate quality (Larrick, 1978). These sources are therefore extremely valuable to the classroom teacher.

The book Magazines for Children: A Guide for Parents, Teachers, and Librarians by Selma K. Richardson is an excellent barometer of children's magazines and should be the first stop in deciding which magazines to use in a

class, the next step is one towards creativity. The suggestions made in previous sections of this chapter just scratch the surface of the innovative ways that magazines can bring new life to a curriculum and a classroom.

V. SUMMARY

The overwhelming research cited in this chapter of the study shows that magazines are an extremely versatile tool for the classroom. They have tremendous motivating ability and offer many valuable objectives when properly used. In this study, a comparison will be made between the body of literature reviewed in this chapter and the actual results of the project involving magazine use by the subjects in the study. This is being done in order to show if magazines are being used as the research indicated that they both could and should be used.

CHAPTER 3: SUBJECTS, MATERIALS, AND PROCEDURES

A. INTRODUCTION

The purpose of this chapter is to describe procedures of this research project. Since the purpose of the study is to ascertain the usage of magazines in classrooms in the New York City area, a questionnaire was developed to ask teachers in a selected school how they use magazines in their classrooms, and what they think makes some magazines better than others. The questionniare was written especially for this study and distributed to third, fourth, and fifth grade teachers in P.S. 106, 2120 St. Raymond's Avenue in District 11 of the Bronx. All responses from teachers were included in the study. These responses are analyzed to answer the questions proposed in Chapter 1 Section F.

B. POPULATION

The selected school participating in this study is P.S. 106, located at 2120 St. Raymond's Avenue in the Bronx, New York City. It is under the jurisdiction of District 11, which serves a total of twenty-three elementary schools. The total student population served at P.S. 106 is 1,094 with a pupil-to-teacher ratio of thirty-two-to-one. In total there are nineteen teachers in the third, fourth, and fifth grades, with the exact numbers being: six third grade classrooms, seven fourth grade classrooms, and six fifth grade classrooms.

C. SAMPLING PROCEDURES

All teachers who teach in a regular third, fourth, and fifth grade class were asked to fill out the questionnaire. The total possible sample would be nineteen if all respond. However, the expected response rate is 30 to 35%. All responses are included in the study.

D. METHOD OF DATA COLLECTION

The first step of data collection is an introductory meeting with the principal of the participating school, P.S. 106. This meeting includes an introduction to the study and the purpose for doing it as well as the cooperation needed to make the study successful.

Secondly, the principal grants permission to conduct the study in her school. Then the school secretary is asked if she could hold responses to the questionnaire until their collection is made, to which she agrees.

The questionnaires are then distributed in the nineteen teachers' mailboxes in the general office along with a letter briefly explaining the purpose of the study, and a request for their cooperation in filling it out. The letter also states that the questionnaires will be gathered the following week and that they are to be given to the school secretary when completed. Each questionnaire is accompanied by an envelope, so that anonymity can be maintained.

E. DESCRIPTION OF MEASUREMENT INSTRUMENT

The measurement instrument being used in this study is a questionnaire. The questionnaire was developed especially for this study to obtain answers to the questions proposed in Chapter 1 Section F.

The questionnaire is divided into three sections: professional history, magazine quality, and magazine usage. The first section, professional history, is designed to determine the experience level, educational level, and present grade being taught of the teachers in the sample. These questions were included to confirm that teacher's have equitable training and experience. This section also determines which reading methods for instruction are predominant in the classrooms in question.

The second section of the questionnaire is entitled "magazine quality". The purpose of these questions is to determine which magazines teachers think are the best and which qualities these better magazines have that make them better. Responses are qualified by checking off very important, important, and not very important. In this way, each quality is evaluated as to its importance to all participants in the study, and the overall important qualities are found.

The third section of the questionnaire, magazine usage, is designed to determine which magazines are available in these classrooms and how these magazines are used for instruction.

There are four questions in this section. The first question concerns weekly periodicals such as Weekly Reader and Scholastic magazines. Choices are given to the teachers for them to describe how these publications are being used. The second question concerns which magazines are presently available in the classroom and how are they being used. Third question concerns the last instructional use of magazines in the classroom. Teachers are to tell which magazine they last used for instruction and how it was used. Finally, question four concerns who is providing magazines to the classroom. All questions provide choices as well as an "other" space if they cannot find their response listed.

A copy of the questionnaire and the accompanying cover letter appear in the appendix of this study.

F. DESCRIPTION OF DATA AND METHODS FOR COMPARISON

The data collected from the questionniare is addressed question by question as set forth in Chapter 1 Section F.

For question 1a,"What qualities make a magazine better than the others?", the results are gathered from the responses in section two of the questionnaire. A tally is made for each quality identified as very important, important, or not very important. Percentages are used to determine agreement among teachers concerning these qualities.

For question 1b, "Are the magazines teachers say are 'better' the same ones they have available in their classrooms?",the

results are gathered from the responses in section two of the questionnaire. Responses determining which magazines teachers listed as best and which magazines they have available or have used for instruction will be compared. If a teacher has used at least two of these magazines, he or she is given a Y rating for yes. If he or she has used one or fewer, he or she is given a N rating for no. Then the percentage of teachers who use the magazines they think are the best is calculated.

Question 2 primarily concerns magazine usage in the classroom. Question 2a is stated, "What magazines are available in the classrooms in this study?". The number of magazines available in each individual classroom is counted based on data gathered from section 3 of the questionnaire. Classrooms with one or fewer magazines available is considered deficient. Classrooms with two to four magazines is considered adequate. Classrooms with five or more magazines available is considered superior. The number of classrooms falling into each category is then determined. Percentages are used to indicate these results.

Question 2b is, "What magazines do teachers use for instruction and what is their predominant use?". The data concerning this question is gathered from section three of the questionnaire. First of all, all magazines listed in this section are tallied. Secondly, each response under usage is tallied to see the predominant ways in which magazines are being used.

For the purpose of further interpretation of the results, a teacher who uses three or fewer magazines with little variety is considered a magazine novice. A teacher using four to six magazines with two to three usages is considered a proficient magazine user . A teacher using six or more magazines with three or more methods of usage is considered an excellent user of magazines in the classroom. After teachers are individually rated, a percentage is calculated to see how many of the teachers participating in the study fall into each category.

Question 2c is stated, "How many classrooms receive a weekly newspaper/magazine and how is it used?". Results are gathered from section 3 of the questionnaire and are tallied to determine both the number of classrooms and the predominant usage, if there is one.

Question 3 is stated, "Who provides magazines to the classrooms?". The data for this question is found in section three of the questionnaire. Percentages are used to interpret results.

Question 4 is stated, " Is there a relationship between the approach to reading instruction used in the classroom and magazine use?". Data is collected from section one of the questionnaire to determine predominant reading approach being used by the teacher. This data is then compared to the results of Question 2b, which determines if a teacher is a magazine novice, a proficient magazine user or an excellent magazine user. A Chi-square formula is then applied to the data to determine if there is a significant difference among teachers

main instructional approach to teaching reading and their use of magazines in the classroom.

G. PROJECT HYPOTHESES

The project hypotheses for this study are as follows:

1. The predominant factors that educators identify as affecting the quality of a children's magazine will be stated.
2. Any similarity between the magazines teachers think are the best and the magazines being used or made available in the classroom will be identified.
3. The magazines available in the classrooms in the study will be identified.
4. The magazines that teachers use for instruction in their classrooms as well as the predominant use of these magazines will be identified.
5. The circulation of weekly newspaper/magazines will be identified as well as their predominant use in the classroom.
6. The person(s) or agencies which provide magazines to the classrooms in the study will be identified.
7. Any relationship between the approach to reading used in instruction and the use of magazines in the same classroom will be identified.

CHAPTER 4: FINDINGS/RESULTS AND ANALYSIS

A. INTRODUCTION

The purpose of this chapter is to present and discuss the results of this research project. The chapter is organized in the following way: description of the sample, description of findings followed by discussion of results for each question (1a, 1b, 2a, 2b, 2c, 3 and 4), and other questions not directly measured in the study.

B. DESCRIPTION OF SAMPLE

Of the nineteen possible respondants to the question, nine completely responded to the entire questionnaire, and one responded partially to the questionnaire. This is a response rate of 53%, which is higher than the anticipated response rate of 30 to 35%. Of the sample, N=10, 80% are experienced teachers with between four and ten years experience and 20% are veteran teachers with ten or more years teaching experience. There were no beginner teachers in the sample.

In terms of educational background, 80% had a Master's Degree or above, with the entire breakdown as follows: 10% with a Bachelor's Degree, 10% with a Bachelors degree plus thirty credits, 50% with a Master's Degree, 20% with a Master's Degree plus thirty credits, and 10% with a Master's Degree plus sixty credits.

Of the respondants, six are third grade teachers, seven are fourth grade teachers, and six are fifth grade teachers. All

nineteen teachers of these grades in the school were given the opportunity to participate, and were arbitrarily given an identification number between U1 and U19. Teachers who responded are: U1, U2, U3, U8, U9, U10, U12, U14, U15, and U19. Teachers who are referred to individually in this paper are identified by their coded I.D. number. Note that teacher U2, a fifth grade teacher, is the one who partially completed her questionnaire.

The data listed above confirms that the teachers participating in this study have comparable experience and educational background, therefore this is a controlled variable.

C. QUESTION 1A

The first question that this project attempted to research is "What qualities make a magazine better than others?". This question was measured by teachers responses to question two in the "Magazine Quality" section of the questionnaire, in which teachers rated the listed qualities as very important, important, or not very important in determining which magazines are better than others. The purpose of this question is to state the predominant factors that educators identify as affecting the quality of a children's magazine.

FINDINGS

Teacher U2 did not respond to this question on the questionnaire, so the sample is being adjusted to N=9. Teacher responses are predominantly in either the important or very important category, with only three qualities being

any not very important rating.

The quality given the highest importance rating by the teachers is readability of stories, with eight teachers, or 89% listing it as very important. In the very important category, it is followed by: variety of genre (N=6, 67%); quality of photographs/illustrations (N=5, 56%); activities (N=4, 45%); ability to supplement curriculum (N=3, 33%); and information source for research, publishes student submissions, and interactive quality (N=2, 22% each). Teacher U1 wrote in "news features" as a very important quality in the "other" space provided in the questionnaire.

The following are responses to the important category: inofrmation source for research, publishes student submissions, ability to supplement curriculum (N=6, 67% each); activities, interactive qualities (N=5, 56% each); quality of photographs/ illustrations, variety of genre (N=4, 45% each); and readability of stories (N=1, 11%).

The following are responses to the not very important category: interactive quality (N=2, 22%); information source for research, and publishes student submissions (N=1, 11% each).

The above data is illustrated in chart form in the appendix under Question 1a.

DISCUSSION OF RESULTS

The vast majority of answers fall in the important and very important categories, so that a strong delineation in responses is not seen. However, several observations can

be made.

Primarily, teachers find that the readability of a magazine is its most important feature in making it better than other magazines. This result stands out with 89% of the teachers rating it very important. The next two very important qualities are variety of genres (67%) and quality of photographs/illustrations (56%). It is interesting to notice that these features may bear greatly on the motivational ability of a magazine, but certainly not as much on instructional use as, for example, ability to supplement curriculum or informational source for research.

At the other end of the spectrum, interactive quality (22%), information source for research and publishes student submissions (11% each) received a small rating in the not very important category. While most of the teachers did not believe this to be true for these qualities, it is interesting to note that these qualities are more active rather than passive qualities, each requiring the student to commit greater effort to his magazine experience. Also, only two teachers listed each of these qualities as very important (22% each). Further research would have to be done to conclude if these active qualities of magazine use are being utilized in the classroom, but these results from this study indicate that this may indeed be the tendency, although no conclusive statement can be made at this point.

In summation, while none of the results to question 1a are conclusive due to the clumping of responses, it can be

D. QUESTION 1B

Another aspect of question 1a is question 1b of this project, which attempted to address the question, "Are the magazines teachers say are better the same ones they have available in their classrooms?". This question was measured by teacher responses to question 1 of the "Magazine Quality" section of the questionnaire and all of the magazines that teachers mentioned in section three of the questionnaire entitled "Magazine Usage". The purpose of this question is to identify any similarity between the magazines teachers think are the best and the magazines being used or made available in the classroom.

FINDINGS

The following magazines are identified by teachers as being the best: Highlights (N=6), Scholastic (N=4), Weekly Reader (N=3), National Geographic World (N=3), 3 2 1 Contact (N=2), Jack and Jill (N=1), Ebony Jr! (N=1), Zoobooks (N=1). It is important to note that teacher U2 did not respond to this question, and that teacher U3 wrote Weekly Reader, and then "I don't know!" in the second space provided.

Of the respondants, five completed all three blanks and identified three magazines, two identified only two magazines, two identified only one magazine, and one teacher did not respond, stating unfamiliarity with magazines on the fifth grade level since this is the first year teaching this grade.

80% of the respondants do use at least one of the

magazines they identified as the best. However, only 20% (N=2) use two or more of the magazines that they identified as best. Based on the criteria set up in Chapter 3 Section F of this paper, only teachers using two or more of the magazines are to be considered a "yes" response to Question 1b. Therefore, 80% of the teachers in the sample are NOT considered to use the magazines that they think are best in their classrooms. Hence, the answer to Question 1b is No, for the most part, teachers do not make the magazines that they think are best available in their classrooms.

DISCUSSION OF RESULTS

Teachers make several magazines available, but not necessarily the ones that they think are best. It should be noted also that five of the respondants, or 50%, could not identify three magazines that they felt were the best. This may be due to lack of knowledge about the vast quantity of children's magazines that are available, but this is speculation and further research would need to be done concerning teacher awareness of magazine availability. Also, it would be interesting to determine how much of the language arts instruction that these teachers received in their professional training targeted magazines as an excellent source for instruction in the classroom.

Another aspect of the results is that one of the magazines listed, Highlights (N=6), is a best-selling magazine as noted in the Review of Related Literature, Chapter 2 Section B. The

next two most mentioned magazines are Scholastic (N=4) and Weekly Reader (N=3). As noted in the Review of Related Literature Chapter 2 Section O, these magazines are regularly available in classrooms, making them well known to teachers. Could this, and not their quality, be the reason why they are mentioned as best?

National Geographic World (N=3) and Ebony Jr! (N=1) are the only two magazines identified which were rated among the best by Magazine Critic Nancy Larrick as noted in the Review of Related Literature Chapter 2 Section D.

E. QUESTION 2A

The second question that this project attempted to research is: "What magazines are available in the classrooms in this study?". This question was measured by teachers' responses to all questions in the "Magazine Usage" section of the questionnaire. All magazines mentioned in this section were included in the data. The purpose of this question is to identify the magazines available in the classrooms in this study.

FINDINGS

The following data was collected: 10% of teachers (N=1) do not have any magazines available in the classroom; 20% of the teachers (N=2) have only one magazine available in the classroom; 40% of the teachers (N=4) have two magazines available in the classroom; 10% of the teachers (N=1) have three magazines available in the classroom; 10% of the teachers (N=1) have four magazines available in the classroom and 10% of the teachers (N=1)

The magazines they have available in their classrooms are as follows: Teacher U1 has Weekly Reader and Ebony: Teacher U2 has no magazines; Teacher U3 has National Geographic and Weekly Reader; Teacher U8 has Scholastic and Superscience; Teacher U9 has National Geographic World, Weekly Reader and Superscience; Teacher U10 has National Geographic World and Superscience; Teacher U12 has Scholastic, Superscience, Highlights and National Geographic World; Teacher U14 has Weekly Reader; Teacher U15 has Weekly Reader;and Teacher U19 Weekly Reader, Zoobooks, Highlights, 3 2 1 Contact, and National Geographic World.

If weekly newspaper magazines are omitted from the lists, we see a slightly different picture. 30% of the classrooms have no magazines available; 30% of the classrooms have only one magazine available; 20% of the classrooms have two magazines available; 10% of the classrooms have three magazines available; and 10% of the classrooms have four magazines available.

For purposes of answering the question posed in this section, all data including weekly newspaper magazines will be included. Based on the criteria established in Chapter 3 Section F, the following conclusions are made: 30% of the classrooms have one or fewer magazines available and are classified as deficient; 60% of the classrooms have between two and four magazines available and are classified as adequate; and 10% of the classrooms have five or more magazines available and are classified as superior.

DISCUSSION OF RESULTS

Of the classrooms participating in the study, 60% were found to have adequate availability of magazines. It is interesting to note that of the twenty-two magazines mentioned, fourteen of them, or 64% can be accounted for in the top three magazines listed. These magazines are Weekly Reader (N=6): National Geographic and National Geographic World (N=5); and Superscience (N=4). This indicates a certain amount of uniformity of magazines among the classrooms studied.

Since Superscience is mentioned frequently in the teacher responses, and not at all in the Review of Related Literature, a brief description of the magazine is necessary. Superscience is published by Scholastic Magazines eight times during the school year and is specifically geared for classroom use. Two editions of Superscience are available: one for grades one through three and one for grades four through six. Its format is similar to its weekly counterparts in that it is printed and presented in the same way. However, it offers more depth and contains more pages than its weekly counterpart.

F. QUESTION 2B

Another aspect of Question 2a is question 2b of this project, which attempted to research the question,"What magazines do teachers use for instruction and what is their predominant use?". This question was measured by teachers' responses to questions two and three found in the "Magazine

Usage" section of the questionnaire. Teachers were able to indicate as many uses as they utilize in the classroom. The purpose of this question is to identify the predominant use magazines receive in the classroom.

FINDINGS

The following data was collected: 70% of teachers use magazines as a supplement to curriculum; 30% of the teachers use magazines in a group activity in reading; 40% of the teachers use magazines as a research source; 30% of the teachers use magazines in a group activity in a content area; 90% of the teachers use magazines for individual and recreational reading; and 10% of the teachers specifically for art and drawing. This final response was written in by teacher U19 in the "other" space provided.

In question three of the questionnaire, teachers were asked to identify the last magazine that they used for instruction and how it was used. Teacher U1 used Ebony in all the categories listed in the preceding paragraph as well as for Black History Month; Teacher U2 does not use magazines; Teacher U3 used Weekly Reader as a supplement to curriculum; Teacher U8 used Scholastic as a group activity in reading; Teacher U9 used Superscience as a supplement to curriculum, as a group activity in reading, and for individual/recreational reading; Teacher U10 used Superscience as a supplement to curriculum, in a group activity in reading and in a group activity in a content area; Teacher U12 used Scholastic in a group activity in reading; Teacher U14

used Weekly Reader in a group activity in reading; Teacher U15 used Weekly Reader in a group activity in reading and for individual/ recreational reading; and Teacher U19 used Weekly Reader as a supplement to curriculum and in a group activity in reading.

The above data indicates that 60% of the teachers used a weekly magazine in their last lesson using magazines while 30% used a magazine other than a weekly variety. Also, 80% of the teachers used the magazines in a group activity in reading; 50% used the magazines as a supplement to curriculum; 30% used the magazines for individual/recreational reading; 20% used the magazines in a group activity in a content area; 10% used the magazines as a research source; and 10% used the magazines for Black History Month.

DISCUSSION OF RESULTS

Based on the criteria for Question 2b results found in Chapter 3 Section F, the teachers were rated as magazine novice, proficient magazine user, or excellent magazine user. The magazine novices are those who use three or fewer magazines with little variety. Using this definition, 80% of the teachers in the study are magazine novices. The determining factor was not the variety of magazine use as much as the number of magazines available. A proficient magazine user is defined as one using four to six magazines with two to three different methods of usage. Using this definition, 20% of the sample are proficient magazine users. No one could be classified as an

excellent magazine user, which is one using six or more magazines with three or more methods of usage.

The data gathered for this question yields several other conclusions. Primarily, that the vast majority of teachers, 90%, use magazines for individual and recreational reading. While this is not so strongly indicated based on the last lesson use of a magazine, teachers indicated in question two that individual/recreational reading was their primary use of magazines. This is followed by a 70% magazine use as a supplement to curriculum. The last lesson question also indicates that 50% used their last lesson with magazines as a supplement to curriculum.

Also, weekly newspaper/magazines appear to be the most used magazines in the classroom, accounting for 60% of the last lessons using magazines in the classrooms in this study. Prior questions indicate this preference for weekly magazines, showing that they accounted for a substantial amount of magazines available in the classrooms in this study. Question 2C delves more deeply into this type of children's magazine and its usage in the classrooms in this study. Data already presented, however, indicates a definate trend towards the use of weekly newspaper/magazines.

G. QUESTION 2C

Another aspect of question 2 is Question 2c, which attempted to answer the question: "How many classrooms receive

a weekly newspaper/magazine and how is it used?". This question was measured by teachers' responses to question one in the "Magazine Usage" section of the questionnaire. The purpose of this question is to identify how many classrooms in the sample receive a weekly newspaper/magazine and what is the predominant use.

FINDINGS

The following data was collected: 90% of the classrooms in the study use a weekly magazine. Of those classrooms that receive weekly newspaper/magazines, 66% use the Weekly Reader publications and the remaining 33% use the Scholastic publications. Of the sample, 80% use the magazines weekly as a group activity; 50% use it weekly as an individual activity; 20% use it sporadically as a group activity; 10% use it sporadically as an individual activity; and 10% use it for current events and social studies supplementation. Teachers were allowed to indicate as many uses as they needed to describe how the weekly magazines were used in their classrooms.Teacher U1 provided the answer concerning current events and social studies curriculum supplement in the "other" space provided in the questionnaire.

DISCUSSION OF RESULTS

The data collected for question 2c confirms those conclusions alluded to in the discussion of results for question 2b. Weekly newspaper/magazines are the predominant magazine used in the classrooms. Of the teachers in the study,

nine of them used weekly magazines and one used no magazines at all. The responses also indicate that the magazines are being used weekly as intended. This is true because 80% of the teachers said that they used it weekly as a group activity and 50% said they used it weekly as an individual activity.

H. QUESTION 3

The third question that this project attempted to research is: "Who provides magazines to the classrooms?". This question was measured by teachers' responses to question four in the "Magazine Usage" section of the questionnaire. The purpose of this question is to identify the person(s) or agencies that provide magazines to the classrooms in this study.

FINDINGS

The following data was collected: the magazines in 60% of the classrooms were provided by the teachers themselves; the magazines in 40% of the classrooms were provided by the parents and/or students. One classroom, or 10% of the sample had no magazines. The overlap in percentages is due to Teacher U19's response, which indicates that both the teacher and the parents/students provide magazines to the classroom.

DISCUSSION OF RESULTS

While it is interesting to see who provides magazines to the classroom, it is equally interesting to see who does not. Not one teacher indicated that the School, School District, or School Librarian provided magazines to the classrooms. Teacher U19 did shed light on this situation, indicating that the

Weekly Reader magazine was provided by the students/parents while the teacher provided all other magazines. This may be true for all the other classrooms, but this is speculation. However, if parents are paying for a magazine subscription, it makes sense that it would be the weekly magazines, since they are approximately half the price of the other types of magazines (Richardson, 1983).

I. QUESTION 4

The fourth question that this project attempted to research is: "Is there a relationship between the approach to reading used in the classroom and magazine use?". This question was measured by teachers responses to question four in the "Professional History" section of the questionnaire and the data collected for question 2b. A Chi-square formula will be applied to the data to determine if a significant relationship exists between reading approach used and magazine usage. The purpose of this question is to identify a relationship between the approach to reading used in instruction and the use of magazines in the same classroom, if any relationship exists.

FINDINGS

The following is the data collected indicating the reading approach teachers identified as the one used most often:90% use Basal Reading Series; 70% use individualized reading; 30% use a literature based approach; 30% use phonics; 10% use a programmed reading approach and 10% indicated magazines

as an often used reading approach. The reason for so many responses is that many of the teachers indicated more than one approach as being used often, showing a mesh of a variety of approaches rather than a strict observance of only one. It appears, however, that the basal reading approach and individualized reading are the predominant focus of the school's reading program.

DISCUSSION OF RESULTS

In order for a relationship to be found, data must have indicated a delineation rather than a concensus on reading approaches. This lack of differentiation in reading approaches, coupled with an 80% magazine novice rating among the sample teachers, makes it impossible to determine if there is a relationship between the reading approach used and magazine usage in the same classrooms. A preliminary glance would indicate, however, that teachers using a basal reading approach or an individualized reading approach, make little use of magazines in the classroom, but this is subject to further research.

J. OTHER QUESTIONS NOT DIRECTLY MEASURED

While not directly measured by this study, use of magazines in the classrooms in this study can be compared to use of magazines as portrayed in the Review of Related Literature, Chapter 2 of this project. The project has determined several facts about the use of magazines in the classrooms in this study which relate to this comparison. First of all, 70% of the

classrooms have two or fewer magazines available. Since there are twenty-two magazines available in total, the average magazines per classroom is 2.2. These magazines are present in eight magazine titles, being as follows: Weekly Reader (present in six classrooms, N=6); National Geographic World (N=5); Superscience (N=4);Scholastic (N=2); Highlights (N=2); Ebony Jr! (N=1; Zoobooks (N=1); and 3 2 1 Contact (N=1). This indicates a limited diversity in magazine titles available.

In addition, the data indicated in Question 1a that more active conditions of magazine use such as interactive quality, publishes student submissions, and information source for research are not considered as important as readability of text, variety of genres, and quality of photographs/illustrations. Also, question 2b indicates that 90% of teachers in the study use magazines for recreational reading and 70% use it as a supplement to curriculum. This shows that by and large magazines are being used in more passive language arts activities.

In contrast, the literature discussed at length in Chapter 2 of this project portrays a vast variety of active instructional opportunities for which magazines can be used. Also, the literature indicates a wide spectrum of magazine titles available. The eight titles used in the classrooms in this study are barely scratching the surface of possibilities. Finally, the magazines rated best by magazine critic Nancy Larrick are only barely represented in titles, with the following three being available: Ebony Jr!, National Geographic

World, and Highlights.

In light of the above information, a difference between magazine use in the classrooms in the study and the Review of Related Literature definately exists, with those participating in the study making far less use of the resources of children's magazines than the literature acknowledges.

CHAPTER 5: CONCLUSIONS

Overall, this study was successful for several reasons. First of all, the study shows that magazine usage in the selected school does not meet up with the possibilities and potentials for magazine usage as reflected in the literature reviewed in Chapter 2. That is to say that the literature reviewed for this study indicated a much broader and widespread potential for magazine use than was found in the classrooms in this study. This study was also able to pinpoint several facts about magazine usage in the school, particularly concerning weekly magazines, predominant use of magazines being for independent/recreational reading, and the most important magazine quality being its readability.

However, certain aspects of the data collected proved to yield inconclusive results. In retrospect, this can be attributed to weaknesses in the questionnaire itself. In question two of the "Magazine Quality" section of the questionnaire, teachers were given the option of checking any number of qualities under the categories of "very important", "important" and "not very important". Having the question set up this way allowed teachers to be less descriminate in their responses, thus having many qualities being given the same rating. This question would have yielded more conclusive results if the teachers had to rate the qualities from one to eight, with one being the most important and eight being the least.

This same type of flaw is seen in question four of the "Professional History" section of the questionnaire. Allowing the teachers to circle"often", "sometimes", and "never" did not yield discriminate answers. This question would have been more efficient if teachers had to identify the one predominant method that they used for reading instruction, and then indicate other methods which were occasionally used.

Having teachers name three magazines that they considered the best in question one of the "Magazine Quality" section of the questionnaire could also have been better written to yield more conclusive results. In retrospect, it was seen that several teachers were unable to list three magazines. What could have made this task easier was to list several magazines that the magazine critics identified as best and have the teachers identify those they were familiar with and then rate them in terms of quality. In addition, teachers could be required to name three that they think are the best magazines, identifying them either from the list provided or from their personal favorites not included in the questionnaire.

Another factor contributing to inconclusive results is the size of the sample in the study. A more preferable way to conduct this study is to include several schools in the study, choosing them from different areas. In this way, there may be less concensus on items such as predominant reading approach, or who is providing magazines to the classroom. In this way, more global conclusions could be drawn.

With its flaws, however, this study still serves as a starting point for many other types of studies concerning magazine use in the classrooms of America. Several questions not studied have been brought to light and would make excellent topics for further research. First of all, the current study could be redone with the modifications discussed above. This would yield more conclusive results to the questions posed in the study. Secondly, a study could be done to ascertain what type of language arts training teachers have received and what place, if any, magazines as a resource had in that training. Teachers awareness and knowledge of what magazines are available for classroom instruction is another possibility. In the same vein, a before and after study could be done to see if a workshop designed to teach teachers how to use magazines would have an effect on how teachers use magazines in their classrooms after the workshop. Finally, a different angle could be taken by asking students what their magazine preferences are and why.

The possibilities for research, like the possibilities for magazines, are endless. The only thing hindering educators is their willingness to be creative and deviate from the average lesson involving textbooks and teacher's manuals. In the meantime, publishers await the day when their little touched resource finds its place in the mainstream of classroom instruction.

APPENDICES

April, 1990

Dear Teacher:

My name is Patricia Antlitz and I am a graduate student at Long Island University's Westchester Campus seeking a Master's Degree in Reading. I am presently working on my thesis which is studying teacher's opinions about children's magazines and the ways in which they use these magazines for instruction in their classrooms. I am therefore distributing a questionnaire to all 3rd, 4th, and 5th grade teachers in your school. The questionnaire itself is brief, and should take no more than 15 minutes to fill out.

It would be greatly appreciated if you could take a few minutes and complete this questionnaire. I will be collecting them in one week, on _____, but you may hand it in as soon as you complete it. I have left an envelope with the school secretary for your completed responses. Your answers will be used solely for the purpose of my thesis, and the strictest confidentiality will be upheld.

Upon completion of the questionnaire, seal it in the envelope enclosed and give it to the school secretary, who will hold it until I pick them up.

Thank you in advance for your help in this matter.

Sincerely,

Patricia Antlitz

Dear Teacher:

Below are several questions about Children's Magazines. Please answer these questions as they pertain to you and your present class. Your opinion is very valuable, and I would like to thank you in advance for your participation.

Sincerely,
Patricia Antlitz
LIU Graduate Student

****

PROFESSIONAL HISTORY:

1. How many years have you been teaching?(circle) 0-3 4-10 10+

2. What grade are you presently teaching?_____

3. What level of post-graduate education have you achieved? (circle)

BA BA +30 MA MA+30 PhD Other_____

4. Circle how often each of the below reading methods are used in your classroom.

Comprehensive basal reader	often	sometimes	never
Individualized reading	often	sometimes	never
Phonics	often	sometimes	never
Literature Based Approach (Whole Language)	often	sometimes	never
Distar	often	sometimes	never
Programmed Reading	often	sometimes	never
Other _____	often	sometimes	never

MAGAZINE QUALITY:

1. Name 3 magazines for children that you think are the best.

_____, _____, _____

2. Indicate with a check which magazine qualities you think are very important, important and not very important in determining which magazines are better than others.

(Qualities listed on next page)

	very important	important	not very important
Quality of photos/illustrations			
Variety of genre (folktales, Poetry, etc.)			
Information source for research			
Publishes student submissions			
activities (crosswords, word finds, art projects, etc.)			
interactive quality (pen pals, write-in columns, contests)			
readability of stories			
ability to supplement curriculum			
OTHER (please indicate)			

MAGAZINE USAGE:

1. Do students in your class recieve a weekly periodical (Weekly Reader, Scholastic)?_____Which one(s)?_____

   Circle the ways in which this magazine is used in your classroom?

   a) weekly as a group activity
   b) sporadically as a group activity
   c) weekly as an individual activity
   d) sporadically as an individual activity
   e) other _____

2. In your classroom right now, which magazines are available to your students?_____

   _____

   Are the magazines in your classroom arranged in a learning center?

   _____

   How do you use these magazines in your classroom? (Circle all that apply)

   a) as a supplement to curriculum
   b) in a group activity in reading
   c) as a research source
   d) in a group activity in a content area
   e) for individual/recreational reading
   f) other _____

3. What was the last magazine you used for instruction in your classroom?_____

How was it used?

a)as a supplement to curriculum
b) in a group activity in reading
c) as a research source
d) in a group activity in a content area
e) for individual/recreational reading
f)other _____

4. Who provides magazines to your classroom?(circle all that apply)

a) School/School District
b) Classroom teacher (yourself)
c) School Librarian
d) Parents/Students
e)other _____

****

Thank you for taking the time to fill out this questionnaire once again. Have a good day!

April 24, 1990

P.S. 106
2120 St. Raymond's Avenue
Bronx, New York 10462

Dear _____:

I am sending this brief letter to express my heartfelt thanks to you for taking the time to fill out the questionnaire for the research on my thesis project. As you may well know, completing a Master's Degree, and especially a thesis can be a very stressful part of one's career. I am so grateful that your cooperation helped take the edge off of the stress for me.

Thank you once again for your consideration.

Sincerely,

Patricia Antlitz
LIU Graduate Student

TABLE ONE

Chart corresponding to Question 1a: "What qualities make a magazine better than the others?".

Magazine quality	very important	important	not very important
Quality of photos/ illustrations	5 or 56%	4 or 45%	0
Variety of genres	6 or 67%	4 or 45%	0
Information source for research	2 or 22%	6 or 67%	1 or 11%
Publishes student submissions	2 or 22%	6 or 67%	1 or 11%
Activities	4 or 45%	5 or 56%	0
Interactive quality	2 or 22%	5 or 56%	2 or 22%
Readability of stories	8 or 89%	1 or 11%	0
Ability to Supplement Curriculum	3 or 33%	6 or 67%	0
other: News Features	1 or 11%		

CHILDREN'S MAGAZINE LISTING

Action, P.O. Box 3710, Dept. 5011, Jefferson City, MO 65102.

American Girl, Girl Scouts of America, 830 Third Avenue, New York, NY 10022.

American Heritage, P.O. Box 977, Farmingdale, NY 11737.

American History Illustrated, P.O. Box 8200, Harrisburg, PA 17105.

Archaeology, Archaeological Institute of America, 15 Park Row, New York, NY 10038.

Arizona Highways Magazine, 2039 W. Lewis Avenue, Phoenix, AZ 85009.

Art & Man, P.O. Box 3710, Dept. 5011, Jefferson City, MO 65102.

Beaver, North Hudson Bay Co., Hudson Bay House, 77 Main St., Winnepeg, CAN R3C 2R1.

Biology Bulletin Monthly, P.O. Box 310, Highwood, IL 60040.

Boy's Life, Boy Scouts of America, 1325 Walnut Hill Lane, Irving, TX 75062.

Chickadee, Young Naturalist Foundation, 56 The Esplanade, Suite 306, Toronto, CAN M5E 1A7.

Child Life, P.O. Box 567, Indianapolis, IN 46206.

Children's Digest, P.O. Box 567, Indianapolis, IN 46206.

Children's Playmate, P.O. Box 567, Indianapolis, IN 46206.

Civil War Times Illustrated, 2245 Kohn Rd., Box 8200, Harrisburg, PA 17105.

Cobblestones: The History Magazine for Young People, 20 Grove St., Peterborough, NH 03458.

Co-ed, P.O. Box 3710, Dept. 5011, Jefferson City, MO 65102.

Cricket, P.O. Box 300, Peru, IL 61354.

The Curious Naturalist, Massachusetts Audubon Society, Lincoln, MA 01773.

Current Events, 245 Long Hill Rd., Middletown, CT 06457.

Current Science, 245 Long Hill Road, Middletown, CT 06457.

Dynamath, P.O. Box 3710, Dept. 5011, Jefferson City, MO 65102.

Ebony Jr!, 820 S. Michigan Avenue, Chicago, IL 60605.

Highlights for Children, 2300 W. Fifth Avenue, P.O. Box 269, Columbus, OH 43216.

Humpty Dumpty's Magazine, P.O. Box 567, Indianapolis, IN 46206.

Jack and Jill, P.O. Box 567, Indianapolis, IN 46206.

Jet, Johnson Publishing Company Inc., 820 S. Michigan Ave., Chicago, IL 60605.

Kid City, Children's Television Workshop, 1 Lincoln Plaza, NY, NY 10023.

Know Your World, EXTRA!, 245 Long Hill Rd., Middletown, CT 06457.

Let's Find Out, P.O. Box 3710, Dept. 5011, Jefferson City, MO 65102.

Mad Magazine, 485 Madison Avenue, NY, NY 10022.

Merlyn's Pen, P.O. Box 1058, East Greenwich, RI 02818.

My Weekly Reader, 245 Long Hill Rd., Middletown, CT 06457.

National Geographic World, 17th and M Sts. NW, Washington DC, 20036.

The Negro History Bulletin, Association for the Study of Afro-American Life and History Inc., 1407 14th St., NW, Washington DC 20005.

Odyssey: The Young People's Magazine of Astronomy and Outer Space, 1027 N 7th St., Milwaukee, WI 53233.

Owl, Young Naturalist Foundation, 255 Great Arrow Ave., Buffalo, NY 14207.

Penny Power, Consumer's Union, 256 Washington St., Mount Vernon, NY 10553.

Ranger Rick's Nature Magazine, National Wildlife Federation, 8925 Leesburg Pike, Vienna, VA 22180.

Roots, Minnesota Historical Society, 240 Summit Ave., St. Paul, MN 55102.

Sesame Street Magazine, Children's Television Workshop, One Lincoln Plaza, NY, NY 10023.

Seventeen, Box 100, Radnor, PA 19080.

Scholastic Math, P.O. Box 3710, Dept. 5011, Jefferson City, MO 65102.

Scienceland, 501 Fifth Ave., Suite 2101, NY, NY 10017.

Science Weekly, P.O. Box 70154, Washington,DC 20088.

Scope, P.O. Box 3710, Dept. 5011, Jefferson City, MO 65102.

Superscience, P.O. Box 3710, Dept. 5011, Jefferson City, MO 65102.

Sprint, P.O. Box 3710, Dept. 5011, Jefferson City, MO 65102.

Stone Soup, Children's Art Foundation, P.O. Box 83, Santa Cruz, CA 95063.

Stork, P.O.Box 567, Indianapolis, IN 46206.

Teen, 8490 Sunset Blvd., Los Angeles, CA 90069.

3 2 1 Contact, Children's Television Workshop, One Lincoln Plaza, NY, NY 10023.

Turtle, P.O. Box 567, Indianapolis, IN 46206.

The Weeish Tree: A Magazine of Indian America for Young People, American Indian Historical Society, 1451 Masonic Ave., San Francisco, CA 94117.

Young World, P.O. Box 567B, Indianapolis, IN 46206.

Your Big Backyard, National Wildlife Federation, 8925 Leesburg Pike, Vienna, VA 22184.

Zoobooks, P.O. Box 85271, Suite 6, San Diego, CA 92138.

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